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EXPLORING EFL LEARNERS IN READING NARRATIVE TEXT: A CASE STUDY AT IAIN SYEKH NURJATI CIREBON

A THESIS

Submitted to the English Language Teaching Department Tarbiyah and Teacher Training
Faculty Syekh Nurjati State Islamic Institute Cirebon in partial fulfillment of the
requirement of Islamic Scholar Degree in English Education



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ABSTRACT

Muhammad Shomdani, 14121310324. "Exploring EFL Learners in Reading Narrative Text: A Case Study at IAIN Syekh Nurjati Cirebon"

Fluency is as a complex notion for reading as same as it is complex for speaking and writing. Reading fluency becomes an interest and crucial issue because it cannot be separated in decoding word per word and comprehending the text.

Based on the phenomenon, the aims of the research is to describe how EFL learners demonstrate their reading fluency in narrative text, to identify reading strategies that are used by fluent reader in reading narrative text, and to identify the difficulties of EFL learners' fluency to become a better reader in reading narrative text. This research based on Rasinski, Grabe, and Stoller theory.

The method which is used in this research is qualitative research. The population in this research is four students from the English Language Teaching Department Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic Institute Cirebon, they are Uswatun, Mahatir, Lusi, and Eka. They are as the informants in this research. The techniques of collecting data that the writer used are depth-observation, depth-interview, questionnaire, and document analysis to know about EFL learners' fluency in reading narrative text on fourth semester students.

The result shows that EFL learners demonstrated their reading fluency in narrative text with expression and volume (EV), where reviewed their reading sounds like natural language and volume is audible; phrasing (P1), they did mixture of mid-phrase pausing for breath, some reasonable stress and intonation; smoothness (S), they did occasional break in the smoothness the caused by specific words; pace (P2), R1 and R2 are doing consistently paced at the time of reading, while R3 and R4 are doing uneven pace; some passages fast, others slow while reading a narrative text. Reading strategies were used by EFL learners in reading narrative text are in a global reading strategies are identifying goals for reading, previewing, predicting, checking predictions, forming questions, answering questions, connecting text to background knowledge, paying attention to text to another, making inferences, creating mental images, guessing meaning from context, and critiquing the author or text. In monitoring reading strategies are monitoring the main idea comprehension, identifying difficulties, taking steps to repair faulty comprehension, judging how well objectives are met, rereading, and reflecting on what has been learned. And in support reading strategies are using the dictionary, taking notes, paraphrasing, translating, underlining or highlighting, summarising, and synthesizing. Then, the difficulties of EFL learners to become a better reader in reading narrative text were an absence of concrete examples, a clarifying of writing, a length of text, an unfamiliar topic, and an unfamiliar vocabulary (or new meanings of vocabulary).

Keywords: Reading Fluency, Reading Strategies, Identification of Difficulty, Narrative Text



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RATIFICATION

This thesis which entitled “EXPLORING EFL LEARNERS IN READING NARRATIVE TEXT: A CASE STUDY AT IAIN SYEKH NURJATI CIREBON” written by Muhammad Shomdani registered numbers 14121310324 has been examined on 20th July 2016. It has been accepted by board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

This chapter introduces the nature of present study and the theoretical foundation of the research. It begins with research background, research formulations, limitation of the research, questions of the research, aims of the research, usefulness of research, significant of the research, significance of the research, literature review, theoretical foundation, research method, research system, and research timeline.

1.1. Research Background

The human being has their own necessity in life, such as safety needs, needs to learn, needs to read the information, needs to listen to anyone around you, needs to communicate each others, needs to give any information through writing or literary work, and so forth. There are so many things to learn including learning language, and so many languages can be learned, one of them is English. English as one of international languages is spoken in many countries throughout the world, including Indonesia. English in Indonesian school is local content. It is started from Elementary School to University. In English there are four skills that must be learned in studying English, they are Reading, Listening, Writing, and Speaking. These four skills are included in academic competence and interpersonal competence, according to Troike (2006: 137) says that in academic competence activities that have highest priority are receptive (reading and listening), which have function primarily in processing input, meanwhile, in interpersonal competence activities that have highest priority are oral (speaking and listening) which has function in processing both input and expression. One of the skills becomes the focus of this thesis, namely is reading. According to Troike (2006: 155) says that the most important area of activity for individuals to engage in for the development of L2 academic competence, and it is important as well for interpersonal functions and for merely “getting along” in any literate society is reading.



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Reading is how the students catch the text meaningfully as Alwasilah (2012: 168) states that writer interprets his subjective of the universe and the experience through words and reader interprets writer's interpretation. Interpretation is seeking, guessing, and buliding meaning on all kinds of texts within the discourse of textual, visual, and digital in some of kinds of domain of life and science. Particularly, in reading of foreign language text, as Allen and Rebecca (1977: 249) says that "reading is more than just assigning foreign language sounds to the written words, it requires the comprehension of what is written. So learners of foreign language not only sound the words but also understand what are sounded." In addition, Moreillon (2007: 10) states that reading is making meaning from print and from visual information. But reading is not simple because it needs a great deal of practice and skill. Then, according to Grabe and Stoller (2011: 3) "reading is the ability to draw meaning from the printed page and interpret this information appropriately." In the processes of reading there are several aspects that should be noticed including the purpose of reading, the type of reading, and the strategy of reading, as well as the processes that involved in fluent reading comprehension.

Fluency itself is as a complex notion for reading as same as it is complex for speaking and writing. Segalowitz (2000) in Grabe and Stoller (2011: 75) states that in the case of reading, a combination of speed, accuracy, and fluidity of processing are involved in fluency. Then, the cognitive abilities are reflected by the features of fluent reading to process visual and semantic information effeciently, combining automatic and attentional skills most appropriately for the reading task involved. Kuhn, Schwanenflugel, and Meisinger (2010) in Grabe and Stoller (2011: 75) says that "fluency also needs to be understood in relation to other important factors, such as age, difficulty of task, familiarity of topic and amount of total exposure to the L2."

Moreover, the researcher interviewed Mr. Hendi Legowo as a lecturer of reading course in fourth semester on May 9, 2016. He said that the approach that was used in the process of learning teaching in the classroom is reader's response approach, so students are required to respond to what they have read from the text



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that is given by the lecturer. From the results of this interview, the researcher found some problems that are, the first students find it difficult to decode words per word and the second they find it difficult to comprehend the text that was given to them, especially in response to the text.

It should be emphasized that the motivation of this research was inspired by Bastug and Keskin (2014: 112) says that when the text is easier, reading rate and comprehension are enhanced. In this regard, it might be meaningful to employ the easy text in reading fluency activities. Further, Rosenblatt (2005: 62) says that a story or poem or play is solely inks-pots on paper until a reader transforms them into a set of meaningful symbols. Accordingly, narrative text will be used in this research of exploring EFL learners' fluency in reading narrative text. The reason for this is the text is easier to read and comprehend. This text also should be used for the beginner and to start to be fluent reader, EFL learners of IAIN Syekh Nurjati Cirebon should start with an interesting story. So that, to be fluent readers according to Grabe and Stoller (2011: 11) there are ten processes that involved in fluent reading comprehension such as a rapid process, an efficient process, an interactive process, a strategic process, a flexible process, an evaluating process, a purposeful process, a comprehending process, a learning process, and a linguistic process.

Before this present research showed the study, there are previous studies which conducted in the areas of reading. Those are, the first is discussed reading fluency (William J. Therrien (2004), Yurik Iwahori (2008), Etsuo Taguchi (2004), Bastug and Keskin (2014)). The second is discussed home literacy environment (Suk Kim (2012), Sawyer (2013), Martin (2006)). The third is discussed the aesthetic and the efferent stances in response to literature (Many (1991), Nafisah (2014), Al-Bulushi (2011), Khatib (2011)). The fourth is discussed close reading ((Davis and Womack (2002), Grabe and Stoller (2001)).

Furthermore, from those all previous studies above there are not same cluster in term of EFL learners' fluency. So, this present research will focus on exploring EFL learners' fluency when reading narrative text that refers to the processes that involved in fluent reading comprehension in which taken from



Grabe and Stoller (2011: 11). Based on the reasons and statements above, the researcher tries to explore EFL learners' fluency in reading narrative text. This study is needed to be researched in order to contribute to EFL learners who have a problem in decoding the words and comprehending the text. Hopefully, this study can give the inspiration and contribution for students who are difficult in decoding words and comprehending the narrative text.

1.2. The Identification of the Problem

The identification of the problem is needed to clarification about the problem. The researcher arranged the identifications of the problem refer to the background above. There are:

1.2.1. The Field of Research

The field of the research is reading, exactly the researcher will try to describe and identify about EFL learner' fluency in reading narrative text at *IAIN Syekh Nurjati Cirebon*.

1.2.2. The Kinds of problem

The study entitled "EFL Learner's Fluency in Reading Narrative Text at IAIN Syekh Nurjati Cirebon". This research focuses on EFL learner's fluency in reading, the field of the study is reading. From the title of the thesis and background of the problem in which have explained, the researcher finds out and gets several problems to be identified in this study, they are:

- 1) If students need to put effort into reading individual words, they tend to lose comprehension.
- 2) Students with poor fluency often experience reading as laborious and difficult, so they lose motivation to read. Lack of motivation to read results in less practice, further compounding the difficulties of struggling readers.
- 3) As they advance in school, students with poor fluency have difficulty keeping up with the high volume of reading required for academic success beyond the advanced grades.



1.2.3. The Main of the Problem

The main problems of this research is how EFL learners' explore reading fluency in reading narrative text. Without reading fluently, people can't decode a word and comprehend the text very well. From those phenomenon, the researcher is interested in exploring EFL learners' fluency in reading narrative text as skill readers.

1.3. The Limitation of the Research

Relating to the phenomenon that most of students of IAIN Syekh Nurjati Cirebon usually use various of strategies to comprehend the text. But, they seldom pay attention to be fluent readers that exhibit the comprehension of the text when reading. The students should be aware when reading a passage of text and in same time they should understand the text. In contrast, the students will not be called by the fluent readers.

So, this research will explore how the students exhibit their reading fluency in reading narrative text, and then will investigate how the students comprehend the text with their own strategies of reading process, furthermore, this recent reasearch will explore what the difficultes of EFL learners' to become a better reader in reading narrative tex.

1.4. The Formulation of the Problem

In the background of the study, it is prominent that the title of this research is an Exploring EFL Learners' Fluency in Reading Narrative Text. So, the formulation of the problem in this research is How to Explore EFL Learners' Fluency in Reading Narrative Text?

1.5. The Questions of the Research

The areas of investigation will be formulated in the following research questions:

- 1) How do EFL learners exhibit their oral reading fluency in narrative text?
- 2) What reading strategies are used by EFL learners in reading narrative text?
- 3) What are the difficulties of EFL learners to become a better reader in reading narrative text?



1.6. The Aims of the Research

The purposes of investigation will be formulated in the following aims of research:

- 1) To describe how EFL learners exhibit their reading oral reading fluency in narrative text
- 2) To identify reading strategies that are used by EFL learners in reading narrative text
- 3) To identify the difficulties of EFL learners to become a better reader in reading narrative text

1.7. Usefulness of the Research

1.7.1. Theoretically

- 1) The result of this research is as an outcome of the quality of the oral reading of words and connected text and as an outcome of the effectiveness of various biological and cognitive systems.

1.7.2. Practically

- 1) For the teacher: the result of this research can be used for teacher's self correction in their teaching process in order to know how the way to make reading activities through reading fluency in reading narrative text more efficiently and effectively.
- 2) For the student: the result of this research, the student can be better comprehend the information a text and interpret it appropriately. Then, it can help the student read and practice reading, not to increase reading speed but to understand that text and holds vital clues that student can use.
- 3) For the researcher: the research gives the researcher the valid data of the naturally case study through EFL learners' fluency in reading narrative text.

1.8. The Theoretical Review

In this section, the writer will discuss several theories related to the topic of this thesis, EFL learner's fluency in reading narrative text. The writer also will quote some theories of several experts:



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1.8.1. Reading Fluency

According to Grabe and Stoller (2011: 3) states that reading is the ability of student to draw meaning from printed page and interpret this information appropriately. Further Allen and Valetta (1977: 249) says that reading is more than just assigning foreign language sounds to written words and this requires the comprehension of what is written in the page of text as well as reading is a developmental process of interpreting the information. Moreover, Grabe (2009: 4) claims that “reading is something many of us take for granted.” It means that the reader reads with what appears to be little effort and little planning. Afterwards, Urquhart and Weir (1998: 22) in Grabe (2009: 14) says that “reading is the process of receiving and interpreting the information encoded in language from via the medium of print.” So, the reader will understand the text completely when he/she is able to interpret the information from the printed text.

According to Yussof, et al (2013: 82) say that reading comprehension is a meaning making process that demands readers’ active role in integrating their schemata with the writers’ linguistic background with the help of repertoire strategies. Then, the reading comprehension process is thinking-oriented and will lead to high level of comprehension and optimal output-cognitively and affectively-especially in a narrative text comprehension. The ultimate goal of narrative text comprehension is to reach the affective level. In narrative text comprehension the students have to show their appreciation towards the plot and character until their emotions are released as an affective response towards narrative text reading. Further, according to Barrett’s Taxonomy (Figure 1) in Yussof, et al (2013: 82) says that ‘appreciation’ is the highest level in the cognitive thinking hierachy.

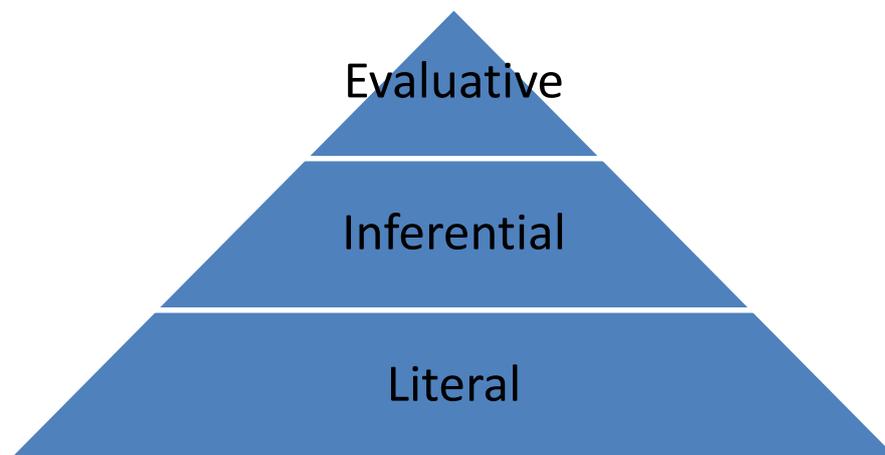


Figure 1.1 Barret Taxonomy
Source: Barret and Smith (1974).

There are four levels of comprehension, these levels are often referred to as literal level, inferential level, critical level, and creative level (Westwood, 2001: 21). Those will be explained below:

1) Literal Level

At the literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbours are noisy; she has complained to the landlord before. This information is contained explicitly within the text.

2) Inferential Level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbours to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain. The reader also gathers that the landlord is becoming a little frustrated or irritated by Miss Chow's complaints.

3) Critical Level

At the critical level the reader assesses the good sense of what he or she is reading, its clarity accuracy and any apparent exaggeration or bias. For example, when Miss Chow's landlord offers her a different



apartment on the 18th floor and says it is the best apartment, with the best view of the harbour, the reader knows he could be exaggerating. Critical and inferential reading together probably make the reader feel that moving up to the 18th floor may not suit Miss Chow and it is not a good solution.

4) Creative Level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and the landlord receives complaints, the tenant will be asked to leave within one week. The reader might also be able to suggest other ways of dealing with Miss Chow's problem; or might write a short story indicating what happens next time Miss Chow is disturbed by her neighbours.

There are several purposes for reading that can be classified under seven main headings, namely (cited in Grabe (2011: 6):

- 1) Reading to search for simple information: a common reading ability, though some researchers see it as a relatively independent cognitive process ((Guthire and Kirsch, 1987) cited in Grabe and Stoller, 2011: 9).
- 2) Reading to skim quickly: a common part of many reading tasks and a useful skill in its own right. This is like combination of strategies for guessing where the important information might be located in the text.
- 3) Reading to learn from the text: typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from the text.
- 4) Reading to integrate information: it requires additional decisions about the relative importance of complementary, mutually supporting or



conflicting information and the likely of a rhetorical frame to accommodate information from multiple sources.

- 5) Reading to write (or search for information needed for writing): may be the task variants of reading to integrate the information.
- 6) Reading to critique texts: may be the task variants of reading to integrate the information.
- 7) Reading for general comprehension: when accomplished by fluent reader, it requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

Furthermore, Grabe and Stoller (2013: 11-13) says that reading is able to understand as a complex combination of processes. These processes are involved in fluent reading comprehension in which described below:

- 1) A rapid process: a good L1 reader will read almost all texts at rates somewhere between 200 and 300 words per minute, depending on reading purpose.
- 2) An efficient process: the various process involved in comprehension must be coordinated and certain processes need to be carried out automatically. ((Breznitz, 2006) in Grabe and Stoller (2013: 11)).
- 3) An interactive process: the various processes involved in reading are carried out virtually simultaneously.
- 4) A strategic process: the reader needs to recognise processing difficulties, address imbalances between text information and reader knowledge, and make decisions for monitoring comprehension and shifting goals for reading ((Pressely, 2006) in Grabe and Stoller (2013: 12)).
- 5) A flexible process: in line with changing purpose and the ongoing monitoring comprehension.
- 6) An evaluating process: the reader must decide if the information being is coherent and matches the purpose for reading. It is also



extends to reader's motivations for reading, the reader's attitudes toward the text and topic, the reader's feelings of likely success of failure with the text comprehension, and the reader's expectations that the information from the text will be useful ((Baker and Beall, 2009) in Grabe and Stoller (2013:12)).

- 7) A purposeful process: not only in the sense that readers read in different ways based on differing purpose, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally.
- 8) A comprehending process: it is obvious in that any person could say that understanding a text is the purpose for reading.
- 9) A learning process: this aspect of reading should evident to anyone who works in academic settings where the most common way for students to learn new information is through reading.
- 10) A linguistic process: it makes little sense to discuss or interpret a text without engaging with it linguistically. If someone can not understand any words, he or she is not going to comprehend the text.

According to Duke and Pearson (2002) that muh work on the process of reading comprehension has been grounded ins tudies of good readers, such as good readers are active readers, from the outset they have clear goals in mind for their reading, they also constantly evaluate whether the text, and their reading of it, good readers typically look over the text before they read, they frequently make predictions about what is to come, they construct, revise, and question the meanings they make as they read. When reading narrative, good readers attend closely to the setting and characters, and when reading expository text, these readers frequently construct and revise summaries of what they have read.

According to The National Reading Panel defined a word of fluency in the following way: “the fluent reader is one who can perform multiple tasks—such as as word recognition and comprehension—at the same time” (National Reading Panel, 2000, 3.8) as cited in Lems, Miller, and Soro (2010: 147). To easily understand this definition Samuels (2007) in Lems, Miller, and Soro



(2010: 148) puts fluency even more simply that “in order to comprehend a text, one must identify the words on the page and one must construct their meanings across words. Because of this linking function, it is sometimes called a “bridge” between decoding of words and comprehension of connected text.

Moreover the researcher gives the other definition of fluency such as the ability to recognize the words and simultaneously construct the meaning from related text. Therefore, comprehension is an essential component of fluency. Neither is there an agreement as to whether fluency is a dependent variable and as such represents a diagnostic measure for the quality of reading (L. S. Fuchs, Hosp, and Jenkins, 2001) in Breznitz (2006: 4) or whether it is an independent variable that affects the quality of reading (Breznitz, 2001a) in Breznitz (2006: 4). Furthermore, Lems, Miller, and Soro (2010: 148) says that “fluency is defined by performance metrics such as rate, accuracy, or prosody.” Thus, fluency is the indicator of comprehension because it exhibits the link between decoding words and understanding text.

Reading fluency has been explained by Rasinski (2004: 2) that reading fluency comes from public speaking that fluent speakers embed their voices in those same elements in which are associated with reading fluency such as accuracy speech, appropriate speed, and phrasing and expression. Furthermore, scientificall-based research reviews (Chard, Vaughn, and Tyler, 2000; Kuhn and Stahl, 2000; National Institute of Child Health and Human Development, 2000) as cited in Rasinski (2004: 2) have established that reading fluency is a critical component of learning to read and that an effective reading program needs to include instruction in fluency.

Moreover Rasinski (2004: 5) explains that reading fluency consists of three distinct components, those are:

- 1) Decoding accuracy—the ability of readers to decode words accurately in text.
- 2) Automaticity—the ability of readers to decode words in text with minimal use of attentional resources.



3) Prosody—the ability of readers to appropriately use phrasing and expression.

In addition, go along with Breznitz (2010: 4) that the existing definitions can be divided into three separate positions in which these definitions are described in the following views:

The first view is reading fluency as an outcome of the quality of the oral reading of words and connected text. As such, it has been measured by accuracy, prosody, and in some cases by rate of oral reading.

The second viewpoint breaks reading into linguistic components, which are acquired and developed in a series of stages. Fluency is perceived as an outcome of the development of accuracy and automaticity in each component.

The third view is the system analysis approach, presents reading fluency as an outcome of the effectiveness of various biological and cognitive systems. Based on this view, the speed of processing perspective of fluency is presented.

According to Rasinki (2004: 7) that reading rate provides a way of determining students' level of automaticity. The assumption is that fast reading is a reflection of automaticity in word recognition. Recognizing the need for a reading assessment that was valid and time efficient, this refers to oral reading fluency (ORF) assessment. The ORF assessment of accuracy and rate allows teachers to diagnose students' fluency at the beginning of the school year or whenever new students arrive in the school. Further, using the ORF assessment across the school year allows the teacher to check student progress. It permits fairly immediate identification of students who may not be making adequate progress and who may require additional, more intensive, or more targeted instruction, as well as more vigilant monitoring of progress to assess the effectiveness of this instruction.

Furthermore, there are four dimensions to know the rate of reader fluency, these dimensions are explained by Zutell and Rasinski (1991: 30: 21-17) as cited in Rasinski (2004: 19) says that “use the following rubric to rate reader fluency on the dimensions of expression and volume, phrasing, smoothness, and pace.” A summary chart is provided at the end of this section.



1.8.1.1. Expression and volume

- 1) Reads with little expression or enthusiasm in voice. Reads with as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.
- 2) Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a voice that is quiet.
- 3) Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.
- 4) Reads with good expression and enthusiasm throughout the text. Sounds like natural language. Reader is able to vary expression and volume to match his/her interpretation of the passage.

1.8.1.2. Phrasing

- 1) Monotonic with little sense of phrase boundaries, frequent word-by-word reading.
- 2) Frequent two-and three-word phrases giving the impression of choppy reading; improper stress and intonation that fails to mark ends of sentences and clauses.
- 3) Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress/intonation.
- 4) Generally well-phrased, mostly in clause and sentence units, with adequate attention to expression.

1.8.1.3. Smoothness

- 1) Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, or multiple attempts.
- 2) Several “rough spots” in text where extended pauses and hesitations are more frequent and disruptive.
- 3) Occasional breaks in smoothness caused by difficulties with specific words or structures.



- 4) Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.

1.8.1.4. Pace (during sections of minimal disruption)

- 1) Slow and laborious.
- 2) Moderately slow.
- 3) Uneven mixture of fast and slow reading.
- 4) Consistently conversational.

Scores range from 4 to 16. Generally, scores below 8 indicate that fluency may be a concern. Scores of 8 or above indicate that the student is making good progress in fluency. ((Adapted from Zutell and Rasinski, 1991) in Rasinski (2004: 19))

Table 1.1 Four Dimensions of the Rate of Reader Fluency

Fluency Rubric*			
Expression and Volume	Phrasing	Smoothness	Pace
1. Little expression or enthusiasm 2. Some effort to make text sound like natural speech 3. Some passages sound like natural language 4. Reading sounds like natural language	1. Monotonic with little sense of phrase boundaries 2. Improper word chunking; attention to punctuation 3. Mixture of mid-phrase pausing for breath; some reasonable stress and intonation 4. Generally well-phrased; adequate attention to	1. Frequent long pauses or false starts 2. Several hesitations which disrupt comprehension 3. Occasional breaks in smoothness caused by specific words 4. General smooth reading with self-correcting techniques in use	1. Slow 2. Moderately slow 3. Uneven pace; some passages fast, others slow 4. Consistently paced



; volume is audible	expression		
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*Assign values from 1 to 4, for scores ranging from 4 to 16.
 ((Adapted from Zutell and Rasinski, 1991) in Rasinski (2004: 19))

1.8.2. Reading Strategies

Conform to Grabe and Stoller (2011: 9) that “the term reading processes refers to cognitive activity involving skills, strategies, attentional resources, knowledge resources, and their integration. And the term of abilities is used as a general term that covers comprehension skills, strategies, and knowledge resources available to the reader.” And then, strategies itself are as abilities that potentially open to conscious reflection, and reflect a reader’s intention to address a problem or a specific goal while reading ((Anderson, 2009) in Grabe and Stoller (2011: 10)). There are several sample of reading strategies as cited in Grabe and Stoller (2011: 10) such as:

- 1) Specifying a purpose for reading
- 2) Planning what to do/what steps to take
- 3) Previewing the text
- 4) Predicting the contents of the text or section of text
- 5) Checking predictions
- 6) Posing questions about the text
- 7) Finding answers to posed questions
- 8) Connecting text to background knowledge
- 9) Summarising information
- 10) Making inferences
- 11) Connecting one part of the text to another
- 12) Paying attention to text structure
- 13) Rereading
- 14) Guessing the meaning of a new word from context
- 15) Using discourse markers to see relationships
- 16) Checking comprehension
- 17) Identifying difficulties



- 18) Taking steps to repair faulty comprehension
- 19) Critiquing the author
- 20) Critiquing the text
- 21) Judging how well purposes for reading were met
- 22) Reflecting on what has been learned from the text

1.8.3. Identification of Difficulties

Reading is complex activities in learning process, according to Grabe and Stoller (2013: 12) says that the reader needs to recognize processing difficulties, address imbalances between text information and reader knowledge, and make decisions for monitoring comprehension and shifting goals for reading.

Difficulties often stem from students' lack of familiarity with the topic (and related vocabulary), but other text characteristics can place demands on student readers as well (Grabe and Stoller, 2013: 261). Further, they mention some characteristics include the following:

- 1) Absence of concrete examples
- 2) Abstract imagery
- 3) Abstract theorising
- 4) Assumed background knowledge
- 5) Conceptual complexity
- 6) Density of new ideas
- 7) Grammatical complexity
- 8) Overly long sentences
- 9) Poorly signalled organization
- 10) Unfamiliar vocabulary

1.8.4. Narrative Text

1.8.4.1. Types of Text

According to Anderson (2003: 5) here are two main categories of text. They are literacy and factual. Within these are various text types. Each text type has a common way of using language.



1) Literary Text

Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, moving scripts, limerics, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as films, videos, television shows and CDs can fall in this category. And there are three main text types in this category: narrative, poetic, and dramatic.

2) Factual Text

Factual text is a text that presents information or ideas and aim to show, tell or presude the audience. This text includes advertisement, announcement, internet website, current affairs shows, debates, recipes, reports, and instructions. The main text types in this category are recount, response, explanation, discussion, information report, exposition, and procedure.

1.8.4.2. Definition of Narrative Text

Accroding to Knap and Watkins (2005: 220) that “the genre of narrating or narrative is one of the most commonly read, though least understood of all the genres.” Furthermore, Knapp and Witkins (2005: 220) says that “narrative is also a ‘big’ or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant.” Moreover Wales (1989) in McIntyre (2006: 18) defines a narrative as:

[...] basically a story, of happenings or events, either real or imaginary, which the narrator considers interesting or important. [...] narratives are most commonly narrated in words, in speech (as in oral literature and jokes) or (chiefly) in writing; but they can be enacted dramarically on stage, or visualized in the images of film and gestures of mime (Wales, 1989: 313).

So far Knap and Watkins (2005: 221) says that narrative is simply about entertaining a reading audience. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes.



1.8.4.3. Grammatical Features of Narrating

According to Knap and Watkins (2005: 221-222) that there are several grammatical features of narrating that included in narrative text in which described below:

1.8.4.3.1. When sequencing people and events in time and space, narrating typically uses:

- 1) Action verbs; for example, One day the man and his son went collecting fire-wood. They saw a golden tree. They went slowly over to the tree. When they got closer to the tree they heard a voice coming from the tree.
- 2) Temporal connectives; for example, We then looked at some games and equipment. After lunch we walked up to the Sydney Morning Herald and saw how they make papers. After that we caught the train back to Marrickville.

1.8.4.3.2. Recounts and stories are typically written in the past tense unless quoting direct speech; for example, They were poor because their pig ate them out of house and home and he didn't share with the other animals. His name was Bob. 'You should go on a diet' said Clarabelle.

1.8.4.3.3. In action sequences, mainly action verbs (bold) are used, while in reflections/evaluations, mental verbs (italicised) predominate; for example, Bells were ringing, sirens screeching and people were running everywhere. Maria didn't know what to do next. She thought about her mother and wondered what was in her head.

1.8.4.3.4. Narratives often use action verbs metaphorically to create effective images; for example, It was a terrible argument. Words were flying everywhere.

1.8.4.3.5. Narratives often use rhythm and repetition to create particular effects; for example, Riding. Riding. The boy went riding across the wintry moor, far away from the strife of his unhappy home.



1.8.4.3.6. Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects; for example, Anger, Silence. As the vengeful brother prowls the streets. Rose slowly opened the old wooden door. Dark. There was nothing but black.

1.9. Research Method

The purpose of this research is to know EFL learner's fluency in reading narrative text. In this part explains about research objective, research setting, research system, validity of data and data analysis.

1.9.1. The Objective of the Research

The objective of the research is to find out demonstrating of EFL learners' reading fluency in reading narrative text, reading strategies that are used by fluent reader in reading narrative text, the difficulties of EFL learner's fluency to become a better reader in reading narrative text, and at fourth semester of IAIN Syekh Nurjati Cirebon.

1.9.2. Respondent

In this study, there are four respondents who are taken from English department students fourth semester of IAIN Syekh Nurjati Cirebon who got a high value in reading comprehension class 1 and 2. They are recommended to be respondent from some lecturers of reading comprehension. They can be categories as skill readers who can read the narrative text fluently. It can be evidences from their reading qualities. In this study, researcher takes the data EFL Learners who can be categories as the respondents because some reason. First, this research is purposed to be reference and example how read narrative text fluently. Second, this study is hoped giving contribution for readers who have problem how read narrative text fluently. The last, this study is not to compare between reading fluency exhibited by beginning readers and skilled readers. So, the reading fluency that is exhibited by beginning readers are not useful. It can be done for next research how reading fluency exhibited by beginning readers.



1.9.3. Research Setting

The study is going to take place in IAIN Syekh Nurjati Cirebon because a compatible place to investigate EFL learners' fluency. The problem of EFL learners' fluency in reading narrative text is come out in this institute, where the students rarely to pay attention with their fluency in reading text, and most of the students just read the text without thinking their comprehension of the text, as well as the students did not know that between strategies of reading and comprehension of the text is the bridge namely fluency. With this bridge that is divided to three processes such as accuracy, automaticity, and prosody. Accordingly, the researcher will investigate in this suitable place or setting to identify and describe learners' fluency in reading narrative text.

The participants will be taken from the students of English Department on fourth semester. This study contributes two classes of EFL learners in English Department of IAIN Syekh Nurjati Cirebon. The participants will be taken from two classes approximately two students. So that, there will be four participants of EFL learners will be investigated by this study.

1.9.4. The Source of Data

The source of data is students of *IAIN Syekh Nurjati Cirebon* who has good quality in reading skill. The data gets from four students of fourth semester at *IAIN Syekh Nurjati Cirebon*, exactly they are taken from two classes approximately two students. The study is conducted because in EFL learner's fluency in reading narrative text that aim to describe how EFL learners exhibit their reading fluency in narrative text.

In this part, the researcher uses qualitative research, according to Creswell (2010: 16) that "qualitative research is best suited to address a research problem in which you do not know the variables and need to explore." Furthermore, Ary, et al (2010: 29) states that "qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data." Therefore, the researcher follows the advice of Strauss and Corbin (1998: 11) in Creswell (2012: 45)



who explains “qualitative methods can be used to obtain the intricate detail about phenomenon such as feelings, thought processes, and emotions that are difficult to extract or learn about through more conventional methods.” Because of that the researcher is going to gain insight into identification and describing EFL learners’ fluency in narrative text with this method. The researcher also viewed fluency as the central phenomenon requiring exploring and understanding.

There are some reasons of the research used descriptive qualitative. Firstly, the researcher wants to explore EFL learner’s fluency in reading narrative text. Secondly, the researcher collecting the data by audio-recording, field notes, so that the researcher can analyze the data. Thirdly, the researcher can analyze the reading fluency, reading strategies, and difficulties in reading narrative text.

1.9.5. Sample of Data

This research is purposive sampling, the meaning is virtually synonymous with qualitative research, however, because there are many objectives that qualitative researchers might have, the list of purposive strategies that may be followed is virtually endless, and any given list will reflect only the range of situations the author of that list has considered (Given, 2008: 697). And there are several kinds of purposive sampling, and the researcher chose criterion sampling, because according to Given (2008: 697) says that this involves searching for cases or individuals who meet a certain criterion, for example, that they have a certain disease or have had a particular life experience. So, based on this criterion sampling the writer chose four samples who have a good score in reading academic course from first until fourth semester to collect the data and can be used to analyze their reading fluency in reading narrative text and to get the criteria who writer’s want in fourth semester at *IAIN Syekh Nurjati Cirebon*.

1.9.6. Coding Data into Categories

Coding is process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category



names (Lodico, 2010: 185). After analyzing and reading the data through reviewing, the researcher will code the data into several kinds of data. Those name codes are used in this study for the data easily to read. In this study, the data which transcribe onto written document used name codes and data codes to read, the way of the read it is:

Table 1.2 Codes of the Data

No.	Category	Coding
1	Co-Researcher	CR
2	Respondent 1	R1
3	Respondent 2	R2
4	Respondent 3	R3
5	Respondent 4	R4
6	Expression and Volume	EV
7	Phrasing	P1
8	Smoothness	S
9	Pace	P2
10	The Rate of Reader Fluency	RRF

The researcher uses codes of the data to easier in taking the process of research and to simplify of the names of the data.

1.10. Research System

1.10.1. Steps of the Research

There are five steps that will be used in conducting this research. According to Fraenkel and Wallen (2009: 425-426) that there are several steps involved in qualitative research, but the researcher choose five steps of them, that will be described in the following lists:

1) Identification of the phenomenon to be studied.

Researcher mainly has to identify the particular phenomenon he or she interested in investigating. As researcher analyzing positive teacher – students interaction in meaning negotiating knowledge, that starting identify the particular phenomenon in classroom interaction.



2) Identification of the participants in the study.

The participants in the study constitute the sample of individuals who will be observed (interviewed) such as teacher, students' and students' parents. In other words it called the subjects of the study.

3) Data collection.

The collection of data in a qualitative research study is ongoing. The researcher is continually observing of teacher – students' interaction in learning process, that supplementing observations with in-depth interviews and the examination of various documents and records relevant to the phenomenon of interest.

4) Data analysis.

Analyzing the data in a qualitative study essentially involves analyzing the information that researcher conduct from various sources such as observations, interviews, and documents into a coherent description of what researcher has observed or otherwise discovered.

5) Interpretations and conclusions.

Interpretations are made continuously through the course of a study, usually researcher make the conclusions of the research through the data that conducted by researcher.

1.10.2. The Instrument of the Research

The instrument of this research is the researcher herself. As Ary, et al, (2010: 453) states "In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data". The human instrument as the person who observes (the investigator) and interviews. These instruments are used to get the data of observation valid and real. The instrument of this research is the researcher. But there is another instrument that will help the researcher in conducting this researcher is audio recording, field note, and transcript. Audio recording used to record learning process in direct observation, and also to record the processing of interview. Then, field note used as researcher guidance to limit some important aspect that will be



observe. Besides that, the transcript used to write down a verbal language from the audio recording and interview into written form, that representing in this research.

1.10.3. The Technique of Collecting Data

The researcher gets the data of the research in exploring EFL learners' fluency in reading narrative text towards depth-observation, depth-interview, questionnaires, and document analysis.

1.10.3.1. Depth Observation

This research used observation as one of techniques of qualitative research. As stated Lodico, et. al (2010: 104) that qualitative research data by using observation are often collected through some combination of field notes and audio or visual recording. Depth observations are useful in providing the researcher with the opportunity to collect large amounts of rich data on the participants' behavior and actions within a particular context (Mackey & Gass, 2005: 175).

In the process of depth observation, the researcher observed EFL learner's fluency in reading narrative text at the fourth semester of *IAIN Syekh Nurjati* Cirebon. In taking the data, researcher use field notes. The observation takes place when four students read narrative text by using recording their voice in reading. The depth observation will begin when the students read aloud the narrative text and stopped when the researcher has found the data. And the respondents of this study are eight students in fourth semester from each classes. After did the observation, collecting data is forwarded by doing depth interview, questionnaires, and documentation (Appendix 1).

1.10.3.2. Depth Interview

The second technique of collecting data for this research is depth interview. In depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation (Boyce and Neale, 2006: 3). The depth interview also to provide the



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

most detailed and rich data from an interviewee, the interviewer must make that person comfortable and appear interested in what they are saying. Depth interview is a primary data collection procedure in depth which is done by holding face-to-face interviews with respondents using interview guideline, researcher have to collecting the data more intensive to interview, then collecting the data until data tired of.

The depth interview conducted by researcher to get data by giving some questions to interviewer, there are some benefits in using depth interview to collect data. According to Mackey and Gass (2005: 173), he states that any three benefits in using depth interview. First, depth interview can allow researchers to investigate phenomena that are not directly observable, such as learners' self-reported perceptions or attitudes. Second, researchers can elicit additional data if initial answer vague, incomplete, off-topic or not specific enough. Third, another advantage of depth interviews is that they can be used to elicit data from learners who are not comfortable in other modes. The researcher use an audio recording of OPPO for recording reading fluency in reading narrative text when does depth interview.

In the depth interview process, the researcher has prepared core questions for the all of students that observed to find the reasons why reading fluency is important to do. This interview takes place for about a week in fourth semester of *IAIN Syekh Nurjati Cirebon* (Appendix 2).

1.10.3.3. Questionnaires

According to Mackey & Gass (2005: 92) defines that questionnaires (a subset of survey research) as any written instruments that present respondents with a series of questions or statements to which they are react either by writing out their answers or selecting them among existing answers. The researcher uses a directly administered questionnaire. According to Ary, D et al., (2010: 387) a directly administered questionnaire, it is given to a group of people assembled at a certain place for a specific purpose.

The questionnaire is given to four students of English department of *IAIN syekh nurjati Cirebon* who got a good score in reading comprehension.



And the respondents are recommended by the lecturer of reading. The questionnaire is used for answering students' strategy use towards reading. The design of this questionnaire is adopted from Grabe (2002: 225-226). The content of questionnaire can be seen fully in the (Appendix 3).

1.10.3.4. Document Analysis

The qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term documents here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts (Ary, et. al, 2010: 442). Further, Ary, et al (2010: 442) says that the documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, or documents of popular culture, such as books, films, and videos.

Document analysis can be of written or text-based artifacts (textbooks, novels, journals, newspapers, transcripts, letters, e-mail messages, etc.) or of non-written records (photographs, audiotapes, videotapes, images, websites, YouTube videos, etc.). The analysis may be of existing artifacts or records, or in some cases the researcher may ask subjects to produce artifacts or documents. Documents can be classified into four categories: (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents. It is important to establish the authenticity of documents used in research (Ary, et. al, 2010: 442). It is important to do for this study to complete the data that is needed by the researcher, and in this study, it displays the documentation of students' dept interview, questionnaire, and dept observation.

1.10.4. The Validity (Trustworthiness) of Data

The research must have a trust of people who read the study. According to Lincoln and Guba in Lodico, et. al (2006: 273) qualitative researcher must have four aspects of the validity of the data in the study, namely credibility, transferability, dependability, and confirmability.



1.10.4.1. Credibility

Credibility is a method that includes researchers taking on activities that increase probability so that there will be trustworthy findings. The following are procedures qualitative researchers can use to increase credibility in qualitative studies:

- 1) Long term research participation
Spending sufficient time in the field to learn or understand the culture, social setting, or phenomenon of interest.
- 2) Depth observation
Identify those characteristics and elements in the situation that are most relevant to the problem or issue being persuade and focusing on them in detail.
- 3) Triangulation
Triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. There are four basic types of triangulation:
 - 4) Data triangulation: involves time, space, and persons.
 - 5) Investigator triangulation: involves multiple researchers in an investigation.
 - 6) Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon.
 - 7) Methodological triangulation: involves using more than one option to gather data, such as interviews, observations, and documents.
- 8) Referential adequacy
Referential adequacy is a method used to store raw data in records to examine later and compare to other future studies to show the credibility of data.



9) Peer debriefing

Peer debriefing is used to help make sure none of the researchers are using their biased opinion.

10) Member checks

Members checking are used for participants to review the data, analytic categories, interpretations, and conclusions tested with the participants. This allows qualitative researchers to examine the overall accuracy of the study, and verifying data results.

1.10.4.2. Transferability

Transferability is another method used by qualitative researchers to establish trustworthiness. In qualitative studies, transferability means applying research results to other contexts and settings in order to get at generalizability. Qualitative researchers use this method to provide a detailed description of the study's site, participants, and procedures used to collect data in order for other researchers to assess whether or not applying the results of one study is a good match, and makes sense to generalize.

1.10.4.3. Confirmability

Confirmability is a method used by qualitative researchers to establish trustworthiness. Confirmability includes an audit trail that includes raw data, such as electronically recorded materials, written field notes, documents, and records. This method is used for another researcher to be able to verify the study when presented with the same data.

1.10.4.4. Dependability

Essentially is concerned with whether we would obtain the same results if we could observe the same thing twice. But we can't actually measure the same thing twice by definition if we are measuring twice, we are measuring two different things. In order to estimate reliability, quantitative researchers construct various hypothetical notions (e.g., true score theory) to try to get around this fact.



1.11. Technique of Data Analysis

After collecting data, the researcher analyzes data. The researcher use descriptive qualitative data as the method in qualitative data. According to Lodico, et. al (2010: 180) steps of analyzing data of qualitative research are:

- 1) Prepare and organize the data
- 2) Data transcription
- 3) Review and explore the data
- 4) Code data into categorize
- 5) Construct thick descriptions of people, place and activities
- 6) Build themes and test hypotheses
- 7) Report and interpret data

The steps of analyzing data above are the steps must be doing by researcher. Firstly, the researcher must prepare and organize the data which are collected from the field. The researcher must prepare and organize the data which are collected from the field. In collecting data, the researcher analyzed every happened in the reading fluency of narrative text, that is when the students' reading occurs in reading fluency in reading a narrative text.

Secondly, the researcher review and explore the data. After the researcher gets the data, the data must be reviewed and explored. After finding the data, the researcher code data into categorize, the researcher categorized the data. The researcher gives code for the participants who reads the narrative text after they finished reading it fully at the fourth semester of *IAIN Syekh Nurjati Cirebon*.

Next step is construct thick descriptions of people, place and activities. After construct thick descriptions the researcher built themes and test hypotheses. The last steps are reporting and interpreting data, the researcher make description of the data.

1.12. Research Timeline

This study is conducted in IAIN Syekh Nurjati Cirebon. The researcher needs at least three months to conduct in this research. The time of the research will be explained in the table below:



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Table 1.3 The Time of the Research

No	Activities	Months			
		December	January	May	June
1	Organizing Research Proposal	10 – 24			
2	Preparing for Collecting Data	25 – 31			
3	Processing Data		01 - 10		
4	Discussing the Research Finding from the First Research Question by Dept Interview and Dept Observation			16 - 20	
5	Discussing the Research Finding from the Second Research Question by Questionnaire, Dept Interview and Dept Observation			21 - 25	
6	Discussing the Research Finding from the Third Research Question by Dept Interview and Dept Observation			26 - 31	
7	Analyzing Data from Audio Recording				01 – 03
8	Analyzing Data from Dept Interview and Dept Observation				04 – 06
9	Analyzing Data from Questionnaire				07 – 10
10	Making Data Conclusion				10 - 15



1.13. The Previous Study

It must be stressed that reading is one of English skills. According to Grabe and Stoller (2011: 3) says that “reading is the ability to draw meaning from the printed page and interpret this information appropriately.” So, reading should be accompanied with written text. To make easy the students of IAIN Syekh Nurjati Cirebon, they should know the purposes of reading as Grabe and Stoller (2011: 6) states that there are seven purposes for reading such as reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write, reading to critique texts, and reading for general comprehension. And then, they should use some various strategies and do not forget to be fluent readers through several processes (Grabe and Stoller, 2011: 10-11).

Based on the explanation above, this research also has been completed in previous studies in the same field. And then to find the gap of the research, this research chooses four studies that are considered close to the present study that were conducted by (Taguchi (2004), Therrien (2004), Iwahori (2008), Bastug and Keskin (2014)).

The first is the previous study that conducted by Taguchi (2004). His study highlights two strategies to develop reading fluency in EFL. The advantages of this study are to focus on whether and how assisted repeated reading with an auditory reading model enhances EFL readers’ fluency. Then, the indicating the specific role the repetition and listening components of assisted repeated reading play to facilitate reading comprehension. Besides that, the advantages of his study is there are some problems with the test such as the problem from the equivalence of the pre-test and post-test, as well as how best to measure reading comprehension of FL readers. But, actually this research did not show any map making of the processes to be fluent readers. The results of the present study show that RR is as promossing a method as ER for enhancing second and foreign language readers’ fluency.

The second is the previous study that conducted by Therrien (2004). He conducted a meta-analysis to as certain essential instructional components of



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repeated reading and the effect of repeated reading on reading fluency and comprehension. This analysis indicates that repeated reading can be used effectively with nondisabled students and students with learning disabilities to increase reading fluency and comprehension on a particular passage and as an intervention to increase overall fluency and comprehension ability. Essential instructional components of repeated reading varied as a function of the type of repeated reading (i.e., whether effectiveness was evaluated reading the same passages or different passages). This analysis separated results into non-transfer measures and transfer measures. Non-transfer results from this analysis indicate that repeated reading is an effective strategy for improving reading fluency and comprehension on a passage that is read repeatedly. Transfer results from this analysis indicate that repeated reading may also improve students' ability to fluently read and comprehend new passages.

The third is the previous study that conducted by Iwahori (2008). His study explores the developing reading fluency with extensive reading. The advantages of his study are the indicating of ER is an effective approach to improve students' rate and general language proficiency, as well as reading extensively have advantage of being both informative and pleasurable. Besides that, the advantages of his study are a lack studies has in part reflected the difficulty in administering experimental or quasi-experimental studies at high schools in Japan. The results of this research indicate that ER is an effective approach to improve students' rate and general language proficiency.

The fourth is the previous study that conducted by Bastug and Keskin (2014). They explored the role of text length in repeated reading, a method commonly used for reading fluency development. They involved in their research into two groups were formed (8 students for each), and they were asked to read short and long text repeatedly. Following of their experiment, the group significantly improved their reading rate and reading accuracy, two reading fluency skills. The result of this research is that the group reading and rereading short texts performed better in terms of reading rate and reading accuracy when compared to the one reading and rereading long texts.



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Furthermore, from those all previous studies above there are not same cluster in term of EFL learners' fluency, but most of them explored about firsts is explored the two strategies to develop reading fluency in EFL, second is conducted a meta-analysis to as certain essential instructional components of repeated reading and its effect on reading fluency and comprehension, third is explored the developing reading fluency with extensive reading, and the last is explored the role of text length in repeated reading, a method commonly used for reading fluency development. The writer found the gaps in some researches above that is many researchers prefer to explore and conduct the development of reading fluency. So in this thesis, the writer choose EFL learners' fluency in reading narrative text and it is the different of the current research from the previous research which have been conducted in the past.



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